

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

READINESS (Kindergarten)

- **1CH-R1. Identify personal well-being health behaviors**

PO 1. Name healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

PO 2. Demonstrate healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

- **1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health**

PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, pride)

PO 2. Describe, through pictures, a variety of emotions experienced daily

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

READINESS (Kindergarten)

- **1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet)**

PO 1. Name body parts by teacher illustration

PO 2. Locate at least five out of seven body parts illustrated

- **1CH-R4. Describe how the family influences personal health**

PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits)

PO 2. Describe how families share time together

- **1CH-R5. Identify elements of the environment (air, water, ground and pollutants) that affect personal health**

PO 1. Identify different types of pollution

PO 2. Describe something in the air, water, and ground that affect personal health

- **1CH-R6. Identify basic symptoms of, and prevention strategies for, common illnesses and diseases**

PO 1. List signs and symptoms of common illnesses

PO 2. Name common communicable diseases

COMPREHENSIVE HEALTH

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

READINESS (Kindergarten)

- **1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance**

PO 1. Describe why the body needs food

PO 2. Identify healthy snack choices

- **1CH-R8. Identify safe and healthy eating habits**

PO 1. Select foods that contribute to good health

PO 2. State the importance of breakfast

PO 3. List safe eating habits

STANDARD 2

Students demonstrate the ability to access accurate health information.

READINESS (Kindergarten)

- **2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information**

PO 1. Name who are health helpers

PO 2. Identify emergency medical service (e.g., dial 911)

PO 3. Illustrate access to emergency medical service

- **2CH-R2. Demonstrate the ability to locate home and school health helpers**

PO 1. State your name, physical address and phone number

PO 2. Describe resources (health helpers) available at home and at school

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

READINESS (Kindergarten)

- **3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them**

PO 1. Discuss the value of good health habits (e.g., adequate sleep, exercise, nutrition)

PO 2. Demonstrate universal precautions through examples (e.g., not touching blood/bodily fluids, hand washing)

- **3CH-R2. Identify behaviors that are safe and those that are harmful**

PO 1. List safe behaviors and harmful behaviors

PO 2. Name safety rules for walking, riding in a car and on a bike

- **3CH-R3. Identify types of injuries and their causes**

PO 1. List injuries and causes

PO 2. Draw a picture of someone injured and show the cause of the injury

- **3CH-R4. Identify stressful situations, feelings and physical responses**

PO 1. Recognize stressful situations

PO 2. Recognize feelings and physical responses to stress

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

READINESS (Kindergarten)

- **4CH-R1. Identify the different foods of various cultures**

PO 1. List different foods from various cultures

PO 2. Use foods from various cultures to make a meal (using the food guide pyramid)

- **4CH-R2. Identify media influences on health behaviors**

PO 1. List at least two health behaviors that are influenced by the media

PO 2. List how media influences health behaviors

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

READINESS (Kindergarten)

- **5CH-R1. Identify verbal and non-verbal communication**

PO 1. Differentiate between nonverbal and verbal communication

- **5CH-R2. Describe characteristics of responsible individuals, friends and family**

PO 1. List what makes a person responsible

PO 2. Practice responsible health behavior

- **5CH-R3. Identify a need, want and feeling**

PO 1. Same as concept

- **5CH-R4. Identify how to communicate care, consideration, and respect of self and others**

PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others

- **5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships**

PO 1. List characteristics of attentive listening skills

PO 2. Illustrate behavior that demonstrates active listening

STANDARD 5 (continued)

Students demonstrate the ability to use interpersonal skills to enhance health.

READINESS (Kindergarten)

- **5CH-R6. Identify refusal skills that enhance health**

PO 1. List refusal skills

PO 2. Identify when to use refusal skills
(when to say "no")

- **5CH-R7. Identify behaviors in conflict situations**

PO 1. Name behaviors seen in conflicts

- **5CH-R8. Differentiate between negative and positive behaviors used in conflict situations**

PO 1. Identify negative and positive behaviors in conflict situations

- **5CH-R9. Demonstrate nonviolent strategies to resolve conflict**

PO 1. Same as concept

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

READINESS (Kindergarten)

- **6CH-R1. Identify the decision-making process**

PO 1. List steps in the decision-making process

- **6CH-R2. Set a personal health goal and record progress toward achievement**

PO 1. List your personal health goals

PO 2. Record progress toward achievement

COMPREHENSIVE HEALTH

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

READINESS (Kindergarten)

- **7CH-R1. Identify accurate health information**

PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self-care, conflict resolution)

- **7CH-R2. Identify positive health choices**

PO 1. List positive health choices

***PHYSICAL ACTIVITY
STANDARD 1***

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

READINESS (Kindergarten)

- **1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills**

PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt and volley)

PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop and leap)

PO 3. Demonstrate a variety of non-locomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock and sway)

- **1PA-R2. Demonstrate mature form in walking and running**

PO 1. Same as concept

- **1PA-R3. Identify fundamental movement patterns (e.g., skip, strike)**

PO 1. Recognize movement patterns of manipulative, locomotor and nonlocomotor skills

- **1PA-R4. Identify a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)**

PO 1. Demonstrate an understanding of movement concepts in physical activity (space awareness, body awareness, qualities of movement, and relationships)

PHYSICAL ACTIVITY

STANDARD 1 (continued)

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

READINESS (Kindergarten)

- **1PA-R5. Describe appropriate concepts to performance (e.g., change direction while running)**

PO 1. Perform movement concepts in physical activity

- a) *space awareness*: personal space, direction, level, pathways, planes
- b) *body awareness*: shapes, balance, body weight transfer, flight
- c) *qualities of movement*: time, speed, force, flow
- d) *relationships*: among body parts, objects and people with people

***PHYSICAL ACTIVITY
STANDARD 2***

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

READINESS (Kindergarten)

- **2PA-R1. Identify that physical activity is necessary to build good physical fitness**

PO 1. Explain that physical fitness is the ability to work and play with energy to spare

PO 2. Identify feelings that result from participation in fitness activities

- **2PA-R2. Identify that there are different parts of physical fitness**

PO 1. Explain that warm-up activity and cool-down are essential parts of a fitness activity

- **2PA-R3. Identify the different parts of physical fitness**

PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities

***PHYSICAL ACTIVITY
STANDARD 3***

Students exhibit a physically active lifestyle.

READINESS (Kindergarten)

- **3PA-R1. Engage in moderate to vigorous physical activity**

PO 1. Participate regularly in moderate to vigorous physical activity

PO 2. Participate in gross motor activity of a moderate to vigorous nature

- **3PA-R2. Select and participate in activities that require some physical exertion during personal choice times**

PO 1. Explain how some physical exertion is good for personal well-being

PO 2. Participate in a wide variety of activities outside of physical education class

- **3PA-R3. Identify likes and dislikes connected with participation in physical activity**

PO 1. Explain how exercise is good for one's health

***PHYSICAL ACTIVITY
STANDARD 4***

Students achieve and maintain a health-enhancing level of physical fitness.

READINESS (Kindergarten)

- **4PA-R1. Sustain moderate to vigorous physical activity for short periods of time**

PO 1. Same as concept

- **4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity**

PO 1. Recognize that moderate physical activity increases heart rate and breathing rate

***PHYSICAL ACTIVITY
STANDARD 5***

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

READINESS (Kindergarten)

- **5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices**

PO 1. Follow identified rules and procedures

PO 2. Work in a group setting without interfering with others

PO 3. Handle and care for equipment safely and responsibly

- **5PA-R2. Share space and equipment with others**

PO 1. Take turns using a piece of equipment

PO 2. Participate in physical activity, respecting others' personal space

***PHYSICAL ACTIVITY
STANDARD 6***

Students demonstrate understanding and respect for differences among people in physical activity settings.

READINESS (Kindergarten)

- **6PA-R1. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability)**

PO 1. Participate with peers without regard to personal differences (e.g., race, gender, ability)

- **6PA-R2. Demonstrate cooperation with others in group tasks**

PO 1. Demonstrate willingness to participate in all group activities

PO 2. Explain how sharing with others can lead to positive feelings (e.g., acceptance, belonging to the group)

***PHYSICAL ACTIVITY
STANDARD 7***

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

READINESS (Kindergarten)

- **7PA-R1. Engage in physical activities**

PO 1. Explain that activity is good for one's health

PO 2. Identify feelings that result from participation in physical activities

PO 3. Participate in a variety of activities that require varying degrees of physical exertion (e.g., large group games, aerobic activities, fine motor)

- **7PA-R2. Try new movement activities and skills**

PO 1. Participate in a wide variety of physical activities

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

FOUNDATIONS (Grades 1-3)

- **1CH-F1. Describe relationships between personal health behavior (e.g., sleep, diet, fitness and personal hygiene) and individual well-being**

PO 1. Explain positive effects of a balanced, healthy lifestyle (e.g., being alert, rested, energetic, healthy)

PO 2. Explain importance of personal health-promoting behaviors (e.g., covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity)

- **1CH-F2. Identify indicators of mental, emotional, social and physical health during childhood**

PO 1. Describe how feelings affect behavior (e.g., anger, fear, pride, happiness, sadness, frustration)

PO 2. Recognize the importance of developing friendships

PO 3. Describe at least three ways to prevent the spread of germs

- **1CH-F3. Describe the basic structure and functions of the human body systems**

PO 1. Identify the parts of the digestive and circulatory system

PO 2. Describe the functions of the digestive and circulatory systems

STANDARD 1(continued)

Students comprehend concepts related to health promotion and disease prevention.

FOUNDATIONS (Grade 1-3)

- **1CH-F4. Describe how heredity, family life and individual lifestyle affect personal health**

PO 1. Explain how hereditary traits are passed on from parents to children (e.g., high blood pressure, diabetes, poor eyesight)

PO 2. Explain how eating/activity habits effect lifestyle

- **1CH-F5. Describe how environmental health and personal health are related**

PO 1. Show relationships of behavior to environment (e.g., weather and appropriate dress, pollen and allergies/asthma, pollution and respiration, pollution and skin)

- **1CH-F6. Identify health problems that should be detected and treated early and the reasons why**

PO 1. Describe health problems and early detection

PO 2. Describe the benefits of early treatment

- **1CH-F7. Identify the characteristics, causes, prevention and treatment of common childhood injuries and illnesses**

PO 1. List common childhood illnesses, their causes and prevention

PO 2. List common childhood injuries, their causes, prevention and treatment

PO 3. Illustrate ways to keep germs from spreading

PO 4. Illustrate ways to prevent injuries

STANDARD 2

Students demonstrate the ability to access accurate health information.

FOUNDATIONS (Grades 1-3)

- **2CH-F1. Identify characteristics of accurate health information (e.g., research-based, current) and health promoting products (e.g., weight scales, thermometers, eye glasses) and services (e.g., school meal program, school nurse, after school activities)**

PO 1. List sources of accurate/reliable health information

PO 2. List health promoting products

PO 3. Name health promoting services that contribute to health

- **2CH-F2. Demonstrate the ability to locate resources from home, school and community that provide accurate health information**

PO 1. Describe health/emergency agencies that provide services (e.g., community health agencies, schools, poison control centers, Web sites)

- **2CH-F3.Explain how media influences the selection and use of health information, products and services**

PO 1. Describe how advertisement affects choices

PO 2. Identify ways media (movies) influence health decisions

- **2CH-F4. Demonstrate the ability to locate home and school health helpers**

PO 1. Convey how to access appropriate health/emergency services

STANDARD 2 (continued)

Students demonstrate the ability to access accurate health information.

FOUNDATIONS (Grades 1-3)

- **2CH-F5. Locate and describe the roles of resources (health workers and organizations) from the school and community**

PO 1. State appropriate agencies to contact

PO 2. Identify resources (e.g., parents, health department, fire department)

- **2CH-F6. Describe the consequences of appropriate and inappropriate use of drugs and medicine**

PO 1. Identify safe practices of taking medicine and storing it properly

PO 2. Identify the harmful affects of inappropriate use of drugs and medicine

- **2CH-F7. Identify when and how to seek emergency medical assistance and shelter**

PO 1. Demonstrate how to contact parents and/or emergency services in emergency situations

PO 2. Recall emergency numbers

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

FOUNDATIONS (Grades 1-3)

- **3CH-F1. Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., *responsible*: tooth brushing, exercise, sleep, nutrition; *risky*: the use of tobacco, alcohol and other drugs)**

PO 1. Discuss responsible health behavior vs. risky or harmful behaviors

- **3CH-F2. Identify personal health needs and strategies to maintain or improve one's well-being**

PO 1. Discuss good health habits

PO 2. Discuss ways to promote and maintain good health habits

PO 3. Establish a plan for personal health standards

- **3CH-F3. Identify hazards found in the home, school and community and demonstrate ways to avoid or reduce the threats**

PO 1. List hazards found in the home, school, and community

PO 2. Discuss ways to avoid and/or reduce the threats

- **3CH-F4. Apply skills to manage stress**

PO 1. Identify causes of stress

PO 2. Describe ways to reduce stress

STANDARD 3 (continued)

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

FOUNDATIONS (Grades 1-3)

- **3CH-F5. Demonstrate first aid procedures and appropriate responses to common emergencies in the home, school and community**

PO 1. Describe a minimum of three first aid procedures

PO 2. Determine correct response in case of accident or sudden illness

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

FOUNDATIONS (Grades 1-3)

- **4CH-F1. Describe personal health behaviors (e.g., nutrition, exercise) in a variety of cultures**

PO 1. Demonstrate awareness of individual and ethnic variation of food choices and exercise

- **4CH-F2. Explain how the media influence health behaviors**

PO 1. Describe how advertising influences health behavior

PO 2. Describe how movies and cartoons influence health behavior

- **4CH-F3. Describe ways technology can influence personal health**

PO 1. Explain how technology has influenced personal health (e.g., 911 system, X-rays, blood pressure cuffs, thermometers)

- **4CH-F4. Explain how information from school and family influences health**

PO 1. Same as concept

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

FOUNDATIONS (Grades 1-3)

- **5CH-F1. Distinguish between verbal and nonverbal communication**

PO 1. Describe differences between nonverbal and verbal communication

- **5CH-F2. Describe characteristics needed to be a responsible friend and family member**

PO 1. Explain what it means to care and be a friend

PO 2. List characteristics needed to be responsible

- **5CH-F3. Describe ways to communicate care, consideration, and respect of self and others**

PO 1. Explain how one communicates feelings (nonverbal and verbal)

PO 2. Show use of effective "I" messages

- **5CH-F4. Demonstrate healthy ways to express needs, wants and feelings, and identify a variety of ways to deal with them constructively and appropriately**

PO 1. Resolve conflict in socially acceptable ways

PO 2. Formulate self-esteem building skills

STANDARD 5 (continued)

Students demonstrate the ability to use interpersonal skills to enhance health.

FOUNDATIONS (Grades 1-3)

- **5CH-F5. Demonstrate attentive listening skills to build and maintain healthy relationships**

PO 1. Explain characteristics of attentive listening

PO 2. Illustrate effective listening skills

- **5CH-F6. Describe refusal skills to enhance mental, emotional and physical health**

PO 1. Explain how refusal skills enhance mental, emotional and physical health

PO 2. Practice positive behavior towards others

- **5CH-F7. Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict**

PO 1. List negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

PO 2. Explain the difference between negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

FOUNDATIONS (Grades 1-3)

- **6CH-F1. Apply a sound decision-making process to resolve health issues and problems**

PO 1. Explain positive strategies to resolve problems

PO 2. Describe positive strategies to resolve health issues

PO 3. Demonstrate positive decision-making to resolve a health issue or problem

- **6CH-F2. Explain the effects of personal health care choices**

PO 1. Identify the effects of personal health choices (positive and negative)

- **6CH-F3. Set a personal health goal and track progress toward its achievement**

PO 1. List a personal health goal

PO 2. Chart progress toward achievement

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

FOUNDATIONS (Grades 1-3)

- **7CH-F1. Describe a variety of methods to convey accurate health information and ideas**

PO 1. Same as concept

- **7CH-F2. Collect information about health issues**

PO 1. State health issues (safety, personal care, disease prevention, substance abuse prevention, nutrition, emotional and family life)

- **7CH-F3. List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)**

PO 1. Same as concept

***PHYSICAL ACTIVITY
STANDARD 1***

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

FOUNDATIONS (Grades 1-3)

- **1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills**

PO 1. Perform all eight locomotor skills with mature form (walk, run, hop, jump, skip, slide, gallop and leap)

PO 2. Perform four manipulative skills with mature form

PO 3. Perform four nonlocomotor skills with mature form

PO 4. Perform movement skills to a rhythm

- **1PA-F2. Adapt a skill area (e.g., dribbling, passing, dance sequence) to the demands of a game-like situation**

PO 1. Demonstrate the ability to adapt movement skills to changing environmental conditions and expectations (e.g., partner needs for force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms)

PO 2. Combine a variety of physical activities (e.g., various travel patterns in relation to music, locomotor and non-locomotor combinations)

PHYSICAL ACTIVITY

STANDARD 1 (continued)

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

FOUNDATIONS (Grades 1-3)

- **1PA-F3. Demonstrate beginning skills of a few specialized movement forms**

PO 1. Dribble and pass a variety of objects to self and around stationary objects (hands, feet and equipment)

PO 2. Throw and kick using mature form

PO 3. Strike a ball repeatedly with hand or object

PO 4. Toss and catch a ball alone or with a partner

- **1PA-F4. Combine movement skills in applied settings**

PO 1. Demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts

PO 2. Demonstrate skills of chasing, fleeing, dodging to avoid others

- **1PA-F5. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills**

PO 1. Demonstrate critical elements of a fundamental skill (e.g., throwing, kicking, striking)

PO 2. Use concepts of space, effort, and relationships that vary the quality of movement

PHYSICAL ACTIVITY

STANDARD 1 (continued)

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

FOUNDATIONS (Grades 1-3)

- **1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others**

PO 1. Use feedback to improve personal performance

PO 2. Recognize the critical elements of a fundamental movement or skill performed by a fellow student and provide feedback to that student

- **1PA-F7. Apply concepts that impact the quality of increasingly complex movement performance (e.g., maintaining a wide base of support in a balance activity)**

PO 1. Understand that appropriate practice improves performance (e.g., a ball must be passed in front of a moving player; the lower the center of gravity, the more stable an object)

***PHYSICAL ACTIVITY
STANDARD 2***

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

FOUNDATIONS (Grades 1-3)

- **2PA-F1. Identify several activities related to each component of health-related physical fitness**

PO 1. Identify the components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition)

PO 2. Identify and demonstrate several activities related to each component of physical fitness

- **2PA-F2. Explain that muscles produce movement and begin to identify muscles**

PO 1. Name and locate large muscle groups

PO 2. Demonstrate activities that utilize specific muscle groups

- **2PA-F3. Demonstrate how to perform physical fitness tests**

PO 1. Demonstrate correct form when performing physical fitness activities

***PHYSICAL ACTIVITY
STANDARD 3***

Students exhibit a physically active lifestyle.

FOUNDATIONS (Grades 1-3)

- **3PA-F1. Select and participate regularly in physical activities for the purpose of improving skill and health**

PO 1. Participate regularly in physical activity for the purpose of improving skill performance

PO 2. Participate regularly in physical activity for the purpose of developing a healthy lifestyle

- **3PA-F2. Identify the benefits derived from regular physical activity**

PO 1. Describe health benefits that result from regular and appropriate participation in physical activity

PO 2. Identify benefits of at least one activity they regularly participate in

- **3PA-F3. Identify several moderate to vigorous physical activities that provide personal pleasure**

PO 1. Same as concept

***PHYSICAL ACTIVITY
STANDARD 4***

Students achieve and maintain a health-enhancing level of physical fitness.

FOUNDATIONS (Grades 1-3)

- **4PA-F1. Accomplish the health-related fitness standards as defined by Fitnessgram**

PO 1. Identify the components of health-related physical fitness, (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition)

PO 2. Identify and demonstrate several activities related to each component of physical fitness

- **4PA-F2. Participate regularly in physical activity for the purpose of improving physical fitness (goal setting)**

PO 1. Engage in appropriate physical activity that results in the improvement of health-related physical fitness

***PHYSICAL ACTIVITY
STANDARD 5***

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

FOUNDATIONS (Grades 1-3)

- **5PA-F1. Follow, with few reminders, activity-specific rules, procedures and etiquette**

PO 1. Respond positively to an occasional reminder about a rule/infraction

PO 2. Use expected behaviors in physical activity settings

- **5PA-F2. Utilize safety principles in activity situations**

PO 1. Stop activity immediately at the signal to do so

PO 2. Demonstrate and use equipment safely and responsibly

PO 3. Use the rules of physical education on the playground

- **5PA-F3. Work cooperatively and productively with a partner or small group**

PO 1. Use respect during all physical activity

PO 2. Work cooperatively with another to complete an assigned task

PHYSICAL ACTIVITY

STANDARD 5 (continued)

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

FOUNDATIONS (Grades 1-3)

- **5PA-F4. Work independently and on-task for short periods of time**

PO 1. Demonstrate specific teacher-directed skills until a signal is given to end task

PO 2. Demonstrate the ability to share equipment with other students before repeating a turn

- **5PA-F5. Interact with peers while participating in group activities**

PO 1. Treat others with respect during physical activity

PO 2. Resolve conflicts in socially acceptable ways

***PHYSICAL ACTIVITY
STANDARD 6***

Students demonstrate understanding and respect for differences among people in physical activity settings.

FOUNDATIONS (Grades 1-3)

- **6PA-F1. Participate in multicultural physical activities**

PO 1. Identify one's own cultural/ethnic roots

PO 2. Apply variations in activities and games enjoyed in classmates' homes and neighborhoods

- **6PA-F2. Explain the attributes that individuals with differences can bring to group activities**

PO 1. Display consideration of others' abilities in physical activity settings

- **6PA-F3. Describe differences and similarities among the activities of a variety of national, cultural and ethnic backgrounds**

PO 1. Share with peers an activity, dance or game in which he/she has participated with family or friends

***PHYSICAL ACTIVITY
STANDARD 7***

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

FOUNDATIONS (Grades 1-3)

- **7PA-F1. Practice activities to increase skill and fitness competence (goal setting)**

PO 1. Select activities that are personally challenging and rewarding

PO 2. Explain how repeated practice will lead to skill and fitness success

PO 3. Explain how gained competence provides increased enjoyment in movement and fitness activities

- **7PA-F2. Associate results of fitness testing to personal health status and ability to perform various activities**

PO 1. Same as concept

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

ESSENTIALS (Grades 4-5)

- **1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death**

PO 1. Describe positive health behaviors which can prevent common injuries, diseases and other conditions

PO 2. Describe harmful effects of substance use

- **1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence**

PO 1. Draw how thoughts, feelings, being with people and being healthy are all related

- **1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle**

PO 1. Contrast healthy and unhealthy lifestyles

PO 2. Describe the effects on healthy and unhealthy lifestyles on health, growth and development

- **1CH-E4. Describe how family and peers influence the health of adolescents**

PO 1. Classify healthy and unhealthy choices that you have learned from family and peers

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

ESSENTIALS (Grades 4-5)

- **1CH-E5. Explain how environmental health and personal health are interrelated**

PO 1. Describe the relationship between healthy people and a healthy environment

- **1CH-E6. Describe ways to reduce risks related to adolescent health problems**

PO 1. Identify changes adolescents can make in their lifestyle to reduce health risks

- **1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems**

PO 1. Explain how an individual lifestyle and family history can prevent or cause health problems

- **1CH-E8. Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness**

PO 1. Identify the basic nutrients and identify their uses in the body

PO 2. Describe how a balanced and nutritious diet is related to weight, appearance and wellness

STANDARD 2

Students demonstrate the ability to access accurate health information.

ESSENTIALS (Grades 4-5)

- **2CH-E1. Obtain and utilize accurate health resources from home, school and community**

PO 1. List accurate health information from home, school and community

PO 2. Utilize accurate health information

- **2CH-E2. Describe how media influences the selection of health information and products (e.g., exercise equipment, cosmetics)**

PO 1. Explain how media influences the selection of health information and products

- **2CH-E3. Compare the costs and effectiveness of health products**

PO 1. Demonstrate effectiveness of a specific health product (e.g., shampoo, soap)

PO 2. Compare cost of products

- **2CH-E4. Describe situations requiring professional health services**

PO 1. Same as concept

- **2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR)**

PO 1. List what you need to be prepared for a medical emergency

PO 2. List emergency resources

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

ESSENTIALS (Grades 4-5)

- **3CH-E1. Explain the importance of assuming responsibility for personal health behaviors**

PO 1. Illustrate examples of responsible healthy behavior

- **3CH-E2. Identify strengths of, and risks to, one's personal and family health (e.g., heart disease, diabetes, high blood pressure) and implement strategies to improve or maintain both**

PO 1. Compare personal and family health risks and strengths

PO 2. Explain ways to reduce risks and increase strengths

- **3CH-E3. Distinguish between responsible and risky/harmful behaviors (e.g., *responsible*: exercise, sleep, nutrition; *risky*: the use of tobacco, alcohol and other drugs)**

PO 1. List differences between responsible and risky behaviors

- **3CH-E4. Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations**

PO 1. Identify ways to prevent personal and family injuries

PO 2. Identify ways to avoid dangerous situations for yourself and your family

COMPREHENSIVE HEALTH

STANDARD 3 (continued)

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

ESSENTIALS (Grades 4-5)

- **3CH-E5. Demonstrate strategies to manage stress**

PO 1. Choose five ways to reduce stress

- **3CH-E6. Perform basic safety, first aid and life saving techniques**

PO 1. Demonstrate basic safety techniques

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

ESSENTIALS (Grades 4-5)

- **4CH-E1. Describe health behaviors and the use of health services in different cultures and explain the factors responsible for the differences**

PO 1. Compare how different cultures regard health

PO 2. Distinguish the ways health services are used by different cultures

- **4CH-E2. Explain how messages from media and other sources influence health behaviors**

PO 1. Determine the way media messages influence your health

- **4CH-E3. Describe the influence of technology on personal and family health**

PO 1. Specify five ways that technology affects your health

- **4CH-E4. Describe how information from peers influences health**

PO 1. Same as concept

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

ESSENTIALS (Grades 4-5)

- **5CH-E1. Demonstrate ways to communicate care, consideration and respect of self and others**

PO 1. Choose five ways to show that you care about self and others

- **5CH-E2. Identify the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health**

PO 1. Explain what influences individuals to engage in conflict

PO 2. List two problem solving strategies to avoid conflict

- **5CH-E3. Demonstrate strategies to manage conflict in healthy ways**

PO 1. Classify techniques that will promote conflict resolution

PO 2. Choose five healthy ways to control conflict

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

ESSENTIALS (Grades 4-5)

- **6CH-E1. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively**

PO 1. Demonstrate the decision-making process

PO 2. Choose three alternatives and consequences regarding a health issue

- **6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others**

PO 1. Identify five (positive or negative) health behaviors

PO 2. Define the consequences of the above health behaviors

STANDARD 6 (continued)

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

ESSENTIALS (Grades 4-5)

- **6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities**

PO 1. List five behaviors that maintain personal health

PO 2. List five strategies for the above information that can impact personal health goals

PO 3. List five health priorities and responsibilities based on the above list

PO 4. Describe how these strategies affect health goals

- **6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals**

PO 1. Develop three personal health goals

PO 2. Design a plan to improve strengths, realize needs, and reduce health risks

PO 3. Describe attainment of personal health goals

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health

ESSENTIALS (Grades 4-5)

- **7CH-E1. Research various media for language, subject matter and visual techniques used to influence health-related information and decision-making**

PO 1. Compare three different types of health information found in the media

PO 2. Identify which visual techniques used above (in PO 1) about health information is the most dramatic and why

- **7CH-E2. Present information about health issues**

PO 1. Choose a health issue of personal interest

PO 2. Present the positive and negative aspects about your health issue

- **7CH-E3. Identify barriers to effective communication of information about health issues**

PO 1. Name three barriers of communication about a health issue

- **7CH-E4. Demonstrate the ability to support others in making positive health choices**

PO 1. Distinguish three positive strategies to support someone making health choices

COMPREHENSIVE HEALTH

STANDARD 7 (continued)

Students demonstrate the ability to advocate for personal, family and community health.

ESSENTIALS (Grades 4-5)

- **7CH-E5. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools**

PO 1. Identify the various roles in a cooperative setting

PO 2. Construct a cooperative group where everyone has a role toward promoting health awareness for a person, family or school

PO 3. Determine ways to make this cooperative group successful

***PHYSICAL ACTIVITY
STANDARD 1***

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

ESSENTIALS (Grades 4-5)

- **1PA-E1. Demonstrate competence in a variety of movement forms**

PO 1. Throw, catch, strike and kick using mature form in a variety of physical activity settings

PO 2. Dribble and pass a variety of objects to a stationary target/receiver (e.g., hands, feet, equipment)

PO 3. Balance with control on a variety of objects

PO 4. Transfer weight from feet to hand at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cartwheel)

PO 5. Travel, changing speeds and directions, in response to a variety of rhythms

- **1PA-E2. Apply more advanced movement and game strategies**

PO 1. Use basic offensive and defensive strategies in small group games

- **1PA-E3. Identify the critical elements of more advanced movement skills**

PO 1. Identify the critical elements of a basic movement made by a fellow student and provide feedback to that student

PHYSICAL ACTIVITY

STANDARD 1 (continued)

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

ESSENTIALS (Grades 4-5)

- **1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms**

PO 1. Identify the characteristics of a highly skilled performer in a few movement forms

- **1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport)**

PO 1. Demonstrate specialized movement skills

***PHYSICAL ACTIVITY
STANDARD 2***

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

ESSENTIALS (Grades 4-5)

- **2PA-E1. Describe the relationship between a healthy lifestyle and feeling good**

PO 1. Give examples of the benefits derived from regular physical activity

PO 2. Identify several moderate to vigorous physical activities that provide personal pleasure

- **2PA-E2. Apply basic principles of training to improve physical fitness**

PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance

PO 2. Apply the concepts that impact the quality of physical fitness

- **2PA-E3. Describe physiological indicators of exercise during and after physical activity**

PO 1. Demonstrate ability to calculate heart rate

PO 2. Monitor intensity of exercise (e.g., heart rate, respiration, body temperature)

- **2PA-E4. Explain the concept of target zones for health-related physical fitness**

PO 1. Same as concept

***PHYSICAL ACTIVITY
STANDARD 3***

Students exhibit a physically active lifestyle.

ESSENTIALS (Grades 4-5)

- **3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals**

PO 1. Participate regularly in a physical activity that develops a healthy lifestyle

PO 2. Describe health benefits that result from regular and appropriate participation in physical activity

- **3PA-E2. Participate in a variety of physical activities of personal interest**

PO 1. Identify at least one enjoyable activity he/she participates in daily (formal or informal)

PO 2. Identify opportunities for more formal participation in physical activities in the community

PO 3. Design games, gymnastics, and dance sequences based on personal interests

***PHYSICAL ACTIVITY
STANDARD 4***

Students achieve and maintain a health-enhancing level of physical fitness.

ESSENTIALS (Grades 4-5)

- **4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram**

PO1. Engage in appropriate activities that result in the development of muscular strength and endurance, flexibility, appropriate body composition, and aerobic endurance

4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness

PO 1. Participate in moderate to vigorous physical activities at least four days per week

PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week

PO 3. Maintain continuous aerobic activity for a specified time and activity (e.g., 10 minutes or more)

PO 4. Demonstrate how to balance food intake with physical activity

***PHYSICAL ACTIVITY
STANDARD 5***

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

ESSENTIALS (Grades 4-5)

- **5PA-E1. Explain the influence of peer pressure in physical activity settings**

PO 1. Explain the difference between acts of courage and reckless acts

PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group

- **5PA-E2. Identify potential consequences when confronted with a behavior choice**

PO 1. Act in a safe manner during physical activity

- **5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings**

PO 1. Work independently and on task for partner, small or large group activities

PO 2. Participate in establishing rules and procedures that are safe and effective for specific activities

- **5PA-E4. Identify the social benefits of participation in physical activity**

PO 1. Explain the difference between compliance and noncompliance of game rules and demonstrate compliance

PO 2. Identify one's own performance problems without blaming others

***PHYSICAL ACTIVITY
STANDARD 6***

Students demonstrate understanding and respect for differences among people in physical activity settings.

ESSENTIALS (Grades 4-5)

- **6PA-E1. Explain the role of sports, games and dance in modern culture**

PO 1. Explain the validity of games and activities reflecting one's own and others' heritage

- **6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings**

PO 1. Demonstrate fairness in games and activities

PO 2. Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior

- **6PA-E3. Participate in physical activities with others regardless of diversity and ability**

PO 1. Identify the attributes that individual differences can bring to group activities

***PHYSICAL ACTIVITY
STANDARD 7***

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

ESSENTIALS (Grades 4-5)

- **7PA-E1. Establish personal physical activity goals**

PO 1. Explain how appropriate practice improves performance

PO 2. Use information from internal (self-evaluation) and external sources to set physical activity goals to improve performances

- **7PA-E2. Explore a variety of new physical activities for personal interest**

PO 1. Identify opportunities for participation in physical activity in the school

- **7PA-E3. Participate in new and challenging activities**

PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

ESSENTIALS (Grades 6-8)

- **1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death**

PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions

PO 2. Illustrate the harmful effects of use of tobacco, alcohol and other drugs

- **1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence**

PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected

PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.

- **1CH-E3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle**

PO 1. Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development

- **1CH-E4. Describe how family and peers influence the health of adolescents**

PO 1. Illustrate how family and peers effect the choices you make regarding health

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

ESSENTIALS (Grades 6-8)

- **1CH-E5. Explain how environmental health and personal health are interrelated**

PO 1. Compare healthy environments and healthy people with unhealthy environments and unhealthy people

- **1CH-E6. Describe ways to reduce risks related to adolescent health problems**

PO 1. Identify personal health behaviors that reduce health problems

- **1CH-E7. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems**

PO 1. Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life

- **1CH-E8. Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness**

PO 1. Classify nutrients and their uses in the body

PO 2. Apply this knowledge of nutrients and balanced diets to your weight, appearance and wellness

STANDARD 2

Students demonstrate the ability to access accurate health information.

ESSENTIALS (Grades 6-8)

- **2CH-E1. Obtain and utilize accurate health resources from home, school and community**

PO 1. Apply health information from home, school and community

- **2CH-E2. Describe how media influences the selection of health information and products (e.g., exercise equipment, cosmetics)**

PO 1. Illustrate how the media affects what you know about health and health products

- **2CH-E3. Compare the costs and effectiveness of health products**

PO 1. Describe similar health products' cost and effectiveness in treating health problems

- **2CH-E4. Describe situations requiring professional health services**

PO 1. Same as concept

- **2CH-E5. Identify emergency preparedness and emergency resources (e.g., first aid, CPR)**

PO 1. Describe a variety of emergency Situations

PO 2. List emergency resources

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

ESSENTIALS (Grades 6-8)

- **3CH-E1. Explain the importance of assuming responsibility for personal health behaviors**

PO 1. Illustrate examples of responsible healthy behavior

- **3CH-E2. Identify strengths of, and risks to, one's personal and family health (e.g., heart disease, diabetes, high blood pressure) and implement strategies to improve or maintain both**

PO 1. Rank personal and family strengths and risks

PO 2. Develop a plan that would improve health and reduce risks

PO 3. Explain plan's effectiveness

- **3CH-E3. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)**

PO 1. Identify responsible and risky Behaviors

- **3CH-E4. Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations**

PO 1. Identify existing prevention and management strategies regarding personal and family health

PO 2. Identify ways to avoid threatening situations

COMPREHENSIVE HEALTH

STANDARD 3 (continued)

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

ESSENTIALS (Grades 6-8)

- **3CH-E5. Demonstrate strategies to manage stress**

PO 1. Choose five ways to reduce stress

- **3CH-E6. Perform basic safety, first aid and life saving techniques**

PO 1. Apply basic first aid and basic life saving techniques

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

ESSENTIALS (Grades 6-8)

- **4CH-E1. Describe health behaviors and the use of health services in different cultures and explain the factors responsible for the differences**

PO 1. Distinguish how different cultures utilize health services

PO 2. Describe the factors responsible for the differences in health care

- **4CH-E2. Explain how messages from media and other sources influence health behaviors**

PO 1. Identify a variety of media messages and determine how they influence your health

- **4CH-E3. Describe the influence of technology on personal and family health**

PO 1. Describe five ways that technology can hurt or improve your health

- **4CH-E4. Describe how information from peers influences health**

PO 1. Same as concept

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

ESSENTIALS (Grades 6-8)

- **5CH-E1. Demonstrate ways to communicate care, consideration and respect of self and others**

PO 1. Choose five ways you can show respect for self and others

- **5CH-E2. Identify the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health**

PO 1. Identify a minimum of two reasons for conflict among young people

PO 2. Apply two ways to let the other person know that you mean “no” to something you do not want

PO 3. Apply two things you can use to come to an agreement in a conflict and foster health

- **5CH-E3. Demonstrate strategies to manage conflict in healthy ways**

PO 1. Determine which ways can control conflict

PO 2. Apply five healthy ways to control conflict

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

ESSENTIALS (Grades 6-8)

- **6CH-E1. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively**

PO 1. Describe collaboratively the decision-making process

PO 2. List three alternatives and consequences regarding a health issue

PO 3. Collectively choose which solution best fits the health issue

- **6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others**

PO 1. Identify five (positive or negative) health behaviors that relate to adolescence

PO 2. Explain the consequences of the above health behaviors

- **6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities**

PO 1. Identify three personal health goals

PO 2. Correlate the relationship between knowledge of health and personal selected goals

STANDARD 6 (continued)

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

ESSENTIALS (Grades 6-8)

- **6CH-E4. Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals**

PO 1. Develop three personal health goals

PO 2. Design a plan to improve strengths, realize needs, and reduce health risks

PO 3. Describe attainment of personal health goals

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

ESSENTIALS (Grades 6-8)

- **7CH-E1. Research various media for language, subject matter and visual techniques used to influence health-related information and decision-making**

PO 1. Compare three different types of health information found in the media

PO 2. Select which language, subject matter and visual techniques did the best job of informing you about health

- **7CH-E2. Present information about health issues**

PO 1. Choose two health issues

PO 2. Present positive and negative aspects of selected health issues

- **7CH-E3. Identify barriers to effective communication of information about health issues**

PO 1. Name three barriers of communication about a health issue

- **7CH-E4. Demonstrate the ability to support others in making positive health choices**

PO 1. Distinguish three positive strategies to support someone making health choices

STANDARD 7 (continued)

Students demonstrate the ability to advocate for personal, family and community health.

ESSENTIALS (Grades 6-8)

- **7CH-E5. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools**

PO 1. Identify the various roles in a cooperative setting

PO 2. Construct a cooperative group where everyone has a role toward promoting health awareness for a person, family or school

PO 3. Determine ways to make this cooperative group successful

***PHYSICAL ACTIVITY
STANDARD 1***

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

ESSENTIALS (Grades 6-8)

- **1PA-E1. Demonstrate competence in a variety of movement forms**

PO 1. Throw, strike and kick a variety of objects demonstrating both accuracy and force

PO 2. Dribble and pass a variety of objects to a moving target/receiver (e.g., hands, feet, equipment)

PO 3. Perform a variety of rhythmic movements

- **1PA-E2. Apply more advanced movement and game strategies**

PO 1. Utilize basic offensive and defensive skills in a modified version of a team sport

PO 2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities

- **1PA-E3. Identify the critical elements of more advanced movement skills**

PO 1. Identify the critical elements of a more advanced movement (e.g., golf swing, cartwheel, tennis serve) made by a fellow student and provide feedback to that student

PHYSICAL ACTIVITY

STANDARD 1 (continued)

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

ESSENTIALS (Grades 6-8)

- **1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms**

PO 1. Identify the characteristics which differentiate a highly skilled performer from other performers

- **1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport)**

PO 1. Apply specialized movement skills that use similar patterns and transfer concepts from one to another (e.g., follow-through, opposition, force)

**PHYSICAL ACTIVITY
STANDARD 2**

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

ESSENTIALS (Grades 6-8)

- **2PA-E1. Describe the relationship between a healthy lifestyle and feeling good**

PO 1. Explain that success in physical activities leads to recognition

PO 2. Explain the value of exercise in relieving stress

- **2PA-E2. Apply basic principles of training to improve physical fitness**

PO 1. Participate in physical activities at home for personal enjoyment and benefit

PO 2. Describe principles of training and conditioning for specific physical activities

- **2PA-E3. Describe physiological indicators of exercise during and after physical activity**

PO 1. Demonstrate ability to calculate resting and target heart rate

PO 2. Maintain a record of moderate to vigorous physical activity

PO 3. Monitor heart rate before, during and after vigorous physical activity

- **2PA-E4. Explain the concept of target zones for health-related physical fitness**

PO 1. Same as concept

***PHYSICAL ACTIVITY
STANDARD 3***

Students exhibit a physically active lifestyle.

ESSENTIALS (Grades 6-8)

- **3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals**

PO 1. Participate in an individualized physical activity program designed with the help of the teacher

PO 2. List long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity

- **3PA-E2. Participate in a variety of physical activities of personal interest**

PO 1. Participate in activities both in and out of school based on individual interests and capabilities (e.g., aquatics, self-defense, gymnastics, games, sports, dance and outdoor pursuits)

PO 2. Design a program to improve skills in a favorite activity

***PHYSICAL ACTIVITY
STANDARD 4***

Students achieve and maintain a health-enhancing level of physical fitness.

ESSENTIALS (Grades 6-8)

- **4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram**

PO 1. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition

- **4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness**

PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them

PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes

PO 3. Calculate heart rate before, during and after vigorous physical activity

PO 4. Examine the impact of such factors as nutrition, relaxation, stress and substance abuse on the body

PO 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness

***PHYSICAL ACTIVITY
STANDARD 5***

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

ESSENTIALS (Grades 6-8)

- **5PA-E1. Explain the influence of peer pressure in physical activity settings**

PO 1. Identify positive and negative peer influence

PO 2. List positive ways to exert Independence

- **5PA-E2. Identify potential consequences when confronted with a behavior choice**

PO 1. Remain on task without close teacher monitoring

PO 2. Solve problems by analyzing causes and potential solutions

- **5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings**

PO 1. Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations

PO 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others

- **5PA-E4. Identify the social benefits of participation in physical activity**

PO 1. Demonstrate appropriate sports-manship

***PHYSICAL ACTIVITY
STANDARD 6***

Students demonstrate understanding and respect for differences among people in physical activity settings.

ESSENTIALS (Grades 6-8)

- **6PA-E1. Explain the role of sports, games and dance in modern culture**

PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds

PO 2. Demonstrate an understanding of the ways sport and dance influence American culture

- **6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings**

PO 1. Display sensitivity to the feelings of others during interpersonal interaction

PO 2. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race and ethnicity in a physical activity setting

- **6PA-E3. Participate in physical activities with others regardless of diversity and ability**

PO 1. Same as concept

***PHYSICAL ACTIVITY
STANDARD 7***

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

ESSENTIALS (Grades 6-8)

- **7PA-E1. Establish personal physical activity goals**

PO 1. Establish personal health-related fitness status and develop goals to meet health-related fitness

PO 2. Participate daily in some sort of physical activity

- **7PA-E2. Explore a variety of new physical activities for personal interest**

PO 1. Identify opportunities for participation in physical activity in the community

- **7PA-E3. Participate in new and challenging activities**

PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities

COMPREHENSIVE HEALTH

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P1. Explain how behavior impacts health maintenance and disease prevention (e.g., ability to prevent homicide, suicide, accident and illness)**

PO 1. Identify the positive and negative choices for a balanced, healthy lifestyle (e.g., poor eating habits vs. good eating habits)

PO 2. Identify personal stress management techniques

PO 3. Formulate methods of prevention for each of the identified causes of death among teens

PO 4. Identify teen death statistics

- **1CH-P2. Explain the interrelationships among the mental, emotional, psychological and physical realities that occur throughout the life cycle**

PO 1. Identify the different stages of the human life cycle (conception, prenatal, infant, toddler, preschool, school)

PO 2. Identify the characteristics and developmental needs related to each stage of the life cycle

PO 3. Relate the principles of healthy living to each stage of the life cycle

COMPREHENSIVE HEALTH

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P3. Explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems**

PO 1. Identify personal health behaviors that promote and/or detract from the functioning of body systems

PO 2. Predict the impact of personal health behaviors that promote and/or detract from the functioning of body systems (to include sleep, nutrition, exercise, sexual and substance abuse)

PO 3. Construct a personalized continuum of health behaviors that range from more healthy to less healthy and defend rationale

PO 4. Determine strategies to reduce health risk for more healthy behavior

- **1CH-P4. Explain how the family, peers and community influence the health of individuals**

PO 1. Describe how problem solving skills relate to the influence that family, peers and the community have on a person's health

PO 2. Develop a plan of how the family, peers and the community influence a person's attitudes, beliefs and feelings about health

PO 3. Rank order from most to least influential group (family, peers, community), that impacts a person's health

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P5. Explain how environmental health influences the community and the functions of local, state and federal resources in addressing health issues**

PO 1. Summarize major environmental health concerns

PO 2. List the roles and functions of agencies that address areas of environmental concern

- **1CH-P6. Identify the physiological effects of drug usage**

PO 1. Describe major physiological effects of different classes of drugs such as the following: depressants, stimulants, hallucinogens, and inhalants

PO 2. Cite effects of drug usage on the unborn child at various stages of development

PO 3. List specific communicable diseases which may be transmitted by substance abuse behaviors

- **1CH-P7. Describe the relationship among an individual's abuse of substances and the impact on self, the family system, the economy and society as a whole**

PO 1. Identify the effect of substance abuse on the individual

PO 2. Describe the relationship between family members in a substance-abusing household

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P7. Describe the relationship among an individual's abuse of substances and the impact on self, the family system, the economy and society as a whole**

PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost

PO 4. Explain the relationship between substance abuse and its impact on society related to violence, to include rape and domestic violence, crime and vehicular accidents

- **1CH-P8. Identify the location and function of the reproductive organs, the fertility cycle, and the process of conception, and emphasize factors that contribute to the birth of a healthy child**

PO 1. Describe male and female reproductive organs and understand the location and basic function of each (to include menstrual cycle)

PO 2. Describe the association of conception to the fertility cycle

PO 3. Describe the economic impact of substance abuse on worker productivity and national health care cost

PO 4. Describe the major factors in family planning (e.g., personal goal setting, number of children desired, importance of timing of pregnancy, identification of available resources and family education)

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P9. Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level and body type**

PO 1. Illustrate the process of human digestion

- a) Describe how nutrients are released, absorbed, utilized and excreted by the body
- b) Classify dietary nutrients as to their function in producing energy, in growth or in the maintenance/repair of body tissue

PO 2. Predict how excesses or deficiencies of nutrients impact on health and disease

- a) Correlate the relationship between food consumption patterns and dietary-related health problems (e.g., diabetes, obesity, some cancers, osteoporosis, anemia, dental caries, cardiovascular disease)
- b) Identify the proper food/nutrient adjustments required due to physical exertion, sports/fitness training, etc.

PO 3. Identify the most common errors made which result in food borne infections (person to food, equipment to food, and food to food)

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P9. Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level and body type**

PO 4. Identify those behaviors which are characteristically associated with anorexia and bulimia

- a) Identify the psychosocial factors that lead to eating disorders
- b) Identify the harmful effects of eating disorders
- c) Critique the differences between a fad diet and a well-balanced diet

PO 5. Describe the influence of advertising, peer pressure and food fads on proper diet, food selection and eating habits

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

PROFICIENCY (Grades 9-12)

- **1CH-P10. Explain the association of personal risk factors of chronic and communicable diseases, risk reduction and disease prevention components**

PO 1. Define and provide examples of acute, chronic, communicable, noncommunicable, degenerative, metabolic, hereditary and congenital diseases

PO 2. Describe how race, culture and hereditary factors impact disease susceptibility

- a) List environmental influences that affect disease susceptibility
- b) Describe the impact of fitness, diet, rest and other lifestyle issues related to disease

PO 3. Evaluate disease prevention and control practices (e.g., immunization, pollution control and smoking cessation)

- a) Identify methods of early recognition of health problems
- b) Identify their responsibility as active participants in treatment and rehabilitation

STANDARD 2

Students demonstrate the ability to access accurate health information.

PROFICIENCY (Grades 9-12)

- **2CH-P1. Explain the effectiveness of health information from home, school and community**

PO 1. Compile documents that are sources of health given in the home, at the school and from community health agencies

PO 2. Evaluate each document for its age appropriateness, content and its ability to influence health behavior

- **2CH-P2. Evaluate factors (e.g., peer pressure, media) that influence personal selection of health products and services)**

PO 1. Rank personal and social factors (e.g., peer pressure, family, media, culture, economics) that influence selection of health products and services for their level of influence

- **2CH-P3. Describe situations requiring professional health services and the cost and accessibility of health care services**

PO 1. Select a health situation requiring professional health services

PO 2. Compare the cost and accessibility of those services through multiple service providers (no private insurance, private insurance, indigent care and those that don't qualify for indigent care [KidCARE]) e.g., broken arm, pregnancy, leukemia, pneumonia, hernia, wound needing stitches

STANDARD 2 (continued)

Students demonstrate the ability to access accurate health information.

PROFICIENCY (Grades 9-12)

- **2CH-P4. Demonstrate how to access appropriate organizations (e.g., paramedics, law enforcement and physicians) useful in reducing threatening situations**

PO 1. Same as concept

- **2CH-P5. Identify the licensing and certification standards for health professions**

PO 1. Review local, state and federal regulations, and create a chart that reflects the licensing and certification standards for specific health professionals (e.g., physical therapist, nurse, nurse assistant, physician, dietitian, dentist, dental hygienist, X-ray technician, phlebotomist)

- **2CH-P6. Explain the role of local, state, federal and international agencies in providing health services and protecting and informing consumers**

PO 1. Describe local, state, federal and international agency involvement in providing health services and protecting and informing consumers (use a specific service or health issue)

COMPREHENSIVE HEALTH

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

PROFICIENCY (Grades 9-12)

- **3CH-P1. Describe the role of individual responsibility for health-enhancement and wellness**

PO 1. Describe the role of individual responsibility for the individual's physical, social, spiritual and psychological growth and development (e.g., adequate nutrition, recreation and fitness, eating disorders, sexual involvement, and alcohol, tobacco and other drug use)

- **3CH-P2. Conduct a personal health assessment to determine strategies for health enhancement, risk reduction and stress management**

PO 1. Conduct a personal health assessment

PO 2. Establish personal goals related to personal health assessment (include strengths and weaknesses identified in the areas of health enhancement, risk-taking and stress)

STANDARD 3 (continued)

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

PROFICIENCY (Grades 9-12)

- **3CH-P3. Explain the short-term and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)**

PO 1. Identify the decision-making process

PO 2. Identify the short-term and long-term consequences of responsible and risky/harmful behaviors

PO 3. Design a flow chart that distinguishes on a continuum most responsible vs. most risky/harmful behaviors (e.g., exercise, sleep, nutrition, use of tobacco, alcohol, and other drugs, sexual involvement)

- **3CH-P4. Develop injury prevention and management strategies to improve and maintain personal, family and community health**

PO 1. Describe responsible and safe behavior (personal, family and community) such as driving, sports, recreation, interpersonal relationships

PO 2. Construct self-protection techniques to use in various personal, family, social/community environments

STANDARD 3 (continued)

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

PROFICIENCY (Grades 9-12)

- **3CH-P5. Perform advanced first aid procedures**

PO 1. Demonstrate basic first aid procedures for unconsciousness, shock, fractures, burns, cuts, choking, poisoning, etc.

PO 2. Demonstrate correct CPR procedures

- **3CH-P6. Explain how to survive in adverse environmental situations**

PO 1. Develop a plan for surviving in adverse environmental situations (e.g., extreme weather conditions)

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

PROFICIENCY (Grades 9-12)

- **4CH-P1. Explain how cultural diversity enriches and challenges health behaviors**

PO 1. Identify the benefits and challenges that different cultures provide in relation to health behaviors through development of a written project (e.g., table, graph, artistic interpretation)

- **4CH-P2. Describe the impact of media and technology on personal, family and community health**

PO 1. Produce a presentation that compares media and technology modalities (e.g., television, movies, advertisements, Internet, music, MTV) in terms of their influence on personal, family and community health

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

PROFICIENCY (Grades 9-12)

- **5CH-P1. Select ways to communicate care, consideration and respect of self and others to enhance health**

PO 1. Demonstrate the ability to:

- a) send clear and direct messages, verbally and nonverbally
- b) listen to others, receiving and understanding their communication
- c) ask for clarification when needed
- d) respond verbally and non-verbally

PO 2. Demonstrate effective techniques, including refusal skills, for handling conflict and solving problems

PO 3. Demonstrate effective techniques for resisting negative peer pressure, while maintaining positive interpersonal relationships

- **5CH-P2. Identify the causes of conflict among youth and adults in school and community, and demonstrate refusal, negotiation and collaboration skills to manage the conflict**

PO 1. Explain conflict and its root causes

PO 2. Explain effective conflict resolution techniques

PO 3. Participate in role plays that demonstrate refusal, negotiation, mediation and collaboration skills to resolve conflict

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

PROFICIENCY (Grades 9-12)

- **6CH-P1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults**

PO 1. Demonstrate at least one effective strategy for reducing the probability of involvement in a risk behavior
- **6CH-P2. Describe health issues that require collaborative decision-making**

PO 1. Prepare a discussion analyzing health issues that require a collaborative decision (e.g., communicable disease, violence, environmental issues, sexual involvement)
- **6CH-P3. Explain immediate and long-term impact of health decisions on the individual**

PO 1. Demonstrate the impact (immediate and long-term) of health decisions on the individual (e.g., use of tobacco, alcohol and other drugs, sexual behavior, nutrition, exercise, sleep)
- **6CH-P4. Develop an effective plan for achieving and maintaining personal health goals for lifelong health-enhancement and wellness which recognizes the importance of goal setting and time management skills**

PO 1. Construct a health and wellness personal activities log for at least one week

PO 2. Construct a long-term plan for improving personal health and wellness that will include the goal setting procedures used and time management skills needed to accomplish this plan

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

PROFICIENCY (Grades 9-12)

- **7CH-P1. Describe the effectiveness of communication methods for accurately expressing health information and ideas**

PO 1. Select a variety of communication modalities/methods (e.g., visual, verbal, written) for those most effective at presenting health information and ideas

- **7CH-P2. Research and present information about health issues**

PO 1. Present information about health issues (e.g., nutrition, eating disorders, exercise, athletic needs, the environment, disease control, human sexuality, substance abuse, mental health, stress management)

- **7CH-P3. Utilize strategies to overcome barriers when communicating information about health issues**

PO 1. Develop a presentation to a select group involved in unhealthy behavior that would encourage the choice of health-enhancing behavior (e.g., cessation information to smokers, conflict resolution)

STANDARD 7 (continued)

Students demonstrate the ability to advocate for personal, family and community health.

PROFICIENCY (Grades 9-12)

- **7CH-P4. Demonstrate the ability to influence and support others in making positive health choices**

PO 1. Participate in a peer mediation, peer education, peer leadership, or peer counseling program, or create one on your campus

PO 2. Participate in a school or community services learning activity

- **7CH-P5. Demonstrate the ability to work cooperatively when advocating for healthy communities**

PO 1. Participate as a volunteer for a school/community health promotion program

***PHYSICAL ACTIVITY
STANDARD 1***

Students demonstrate proficiency and achievement of higher order cognitive skills necessary to enhance motor skills.

PROFICIENCY (Grades 9-12)

- **1PA-P1. Demonstrate competency in at least three different types of movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)**

PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms

- **1PA-P2. Use specialized knowledge to develop movement competence/proficiency**

PO 1. Demonstrate improved skills by applying the critical elements to competent performance

- **1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency**

PO 1. Identify the critical elements of a skill

PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills

PHYSICAL ACTIVITY

STANDARD 1 (continued)

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

PROFICIENCY (Grades 9-12)

- **1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency**

PO 1. Identify strengths and weaknesses of highly skilled performances

PO 2. Identify skills needed to improve performance

- **1PA-P5. Apply discipline-specific information to individual performance**

PO 1. Same as concept

***PHYSICAL ACTIVITY
STANDARD 2***

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

PROFICIENCY (Grades 9-12)

- **2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity**

PO 1. Identify various products and their marketing claims

PO 2. Explain value of consumer items

- **2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment**

PO 1. Identify personal needs

PO 2. Identify similarities and differences among products

PO 3. Identify use

PO 4. Explain cost quality

- **2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression**

PO 1. Explain principles of training

PO 2. Apply principles of training

PHYSICAL ACTIVITY

STANDARD 2 (continued)

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

PROFICIENCY (Grades 9-12)

- **2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores**

PO 1. Match fitness components and tests

PO 2. Administer self-tests

PO 3. Explain results

PO 4. Prescribe needs and identify strengths

- **2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components**

PO 1. Explain the value of various sports/activities on fitness components

- **2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation**

PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

PHYSICAL ACTIVITY

STANDARD 2 (continued)

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

PROFICIENCY (Grades 9-12)

- **2PA-P7. Identify safety principles associated with physical fitness development**

PO 1. Same as concept

- **2PA-P8. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources**

PO 1. Write program goals

PO 2. Design a program

PO 3. Follow the program

PO 4. Monitor and adjust

PO 5. Complete the program

PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

***PHYSICAL ACTIVITY
STANDARD 3***

Students exhibit a physically active lifestyle.

PROFICIENCY (Grades 9-12)

- **3PA-P1. Participate regularly in health-enhancing and personally rewarding physical activity**

PO 1. Complete a program in cardiorespiratory fitness

PO 2. Complete a developmental program in muscular strength and muscular endurance

PO 3. Complete a flexibility program

- **3PA-P2. Select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment**

PO 1. Complete a program in cardiorespiratory fitness

PO 2. Complete a developmental program in muscular strength and muscular endurance

PO 3. Complete a flexibility program

- **3PA-P3. Develop a personal physical activity program meeting individual needs**

PO 1. Design a program

PO 2. Follow the program

PO 3. Monitor and adjust the program

***PHYSICAL ACTIVITY
STANDARD 4***

Students achieve and maintain a health-enhancing level of physical fitness.

PROFICIENCY (Grades 9-12)

- **4PA-P1. Accomplish the health-related physical fitness standards as designed by Fitnessgram**

PO 1. Identify a personal level of fitness on:

- a) cardiorespiratory performance
- b) muscular strength
- c) muscular endurance
- d) flexibility
- e) body composition

- **4PA-P2. Use principles of training for the purpose of modifying levels of health fitness**

PO 1. Identify the results of the Fitnessgram

PO 2. Apply the information to develop personal fitness goals/plans

- **4PA-P3. Design a personal health-related fitness program based on an accurately assessed fitness profile**

PO 1. Design and participate in a personal fitness program incorporating the FITT principle

- **4PA-P4. Identify safe and risky exercises and demonstrate safe exercise alternatives**

PO 1. Describe unsafe practices and the appropriate safe alternative

PO 2. Devise a plan to reduce risk and possible injury

***PHYSICAL ACTIVITY
STANDARD 5***

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

PROFICIENCY (Grades 9-12)

- **5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings**

PO 1. Follow safety rules

PO 2. Behave appropriately

PO 3. Show respect and consideration for oneself and others

- **5PA-P2. Act independently of peer pressure**

PO 1. Same as concept

- **5PA-P3. Resolve conflict in appropriate ways**

PO 1. Identify and discuss conflict in physical education and sports

PO 2. Construct a conflict resolution plan

PO 3. Demonstrate conflict resolution skills

***PHYSICAL ACTIVITY
STANDARD 6***

Students demonstrate understanding and respect for differences among people in physical activity settings.

PROFICIENCY (Grades 9-12)

- **6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism**

PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds

- **6PA-P2. Invite others with differences to join in personally enjoyable physical activity**

PO 1. Team up with people of diverse backgrounds

PO 2. Complete an activity with a diverse team

***PHYSICAL ACTIVITY
STANDARD 7***

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

PROFICIENCY (Grades 9-12)

- **7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals**

PO 1. List goal setting steps

PO 2. Apply goal setting strategies to a personal fitness plan

- **7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities**

PO 1. List the rewards of regular participation

PO 2. Identify obstacles to regular participation

PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

- **7PA-P3. Organize time management skills associated with regular physical activity participation**

PO 1. Complete and document regular physical activity outside of class at least 3 times per week

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

DISTINCTION (Honors)

- **1CH-D1. Form hypotheses regarding the influence of physical, mental, social and environmental health on the growth and development of members of select populations**

PO 1. Describe the effectiveness of current prevention programs related to members of select populations (e.g., tobacco-use cessation, abstinence-only curriculum)

- **1CH-D2. Describe the nutritional status and needs of the members of a population by examining the age, gender, physical activity, eating patterns, diet, pregnancy, substance use and disease associated with that population**

PO 1. Create a food plan for a specific population taking into consideration age, gender, physical activity, eating patterns, health condition (pregnancy, substance use, disease)

- **1CH-D3. Describe the impact of personal histories, health care choices and the aging process on the health and wellness of individuals**

PO 1. Critique the personal histories of individuals, from adolescence through late life, in relation to the health choices they made and the impact on their health status

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

DISTINCTION (Honors)

- **1CH-D4. Explain conclusions drawn from current worldwide health issues**

PO 1. Form a hypothesis related to current worldwide issues which is grounded in a search on the topic (e.g., HIV, poverty, substance abuse)

- **1CH-D5. Identify the problems of malnutrition in relation to population distribution, economics, food consumption and politics**

PO 1. Design a program to address reduction in malnutrition among a target population, keeping in mind the population distribution, economics, food consumption and politics

- **1CH-D6. Explain ways in which American families accommodate and care for their elderly**

PO 1. Identify effective and ineffective ways that American families accommodate and care for their elderly

- **1CH-D7. Explain how public health policies, safety-related legislation, and government regulations influence health promotion and disease prevention**

PO 1. Describe agreements related to the relationship between publications, safety-related legislation and government regulations concerning their influence on health promotion and disease prevention

STANDARD 1 (continued)

Students comprehend concepts related to health promotion and disease prevention.

DISTINCTION (Honors)

- **1CH-D8. Explain how the prevention and control of health problems are influenced by research and medical advances**

PO 1. Review NIH (National Institute of Health), CDC (Centers for Disease Control) or WHO (World Health Organization) research on a specific health issue and explain how the publication of the research changed public policy (e.g., HIV/AIDS, breast cancer, TB, Hepatitis B)

STANDARD 2

Students demonstrate the ability to access accurate health information.

DISTINCTION (Honors)

- **2CH-D1. Describe the effectiveness, accessibility and inclusiveness of a health program in supporting individual and public health**

PO 1. Critique a public health program in relation to its accessibility, effectiveness, and inclusiveness for individuals as well as the public (e.g., STD's, campaigns to address risk behavior, violence intervention)

- **2CH-D2. Describe health promotion and disease prevention efforts in developing measures to reduce risks and protect against the spread of disease**

PO 1. Compare multi-state programs on their effectiveness in reducing and prevent preventing the spread of disease (e.g., immunizations)

PO 2. Evaluate the contributing factors that account for the differences in effectiveness of public health programs

- **2CH-D3. Identify the changing trends in the health care delivery system and individual rights and responsibilities within the health care system**

PO 1. Track the health care delivery system over the past 20 years and the changing trends related to individual rights and responsibilities for a specific health issue (e.g., formation of managed care systems vs. private health insurance vs. indigent health care system)

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

DISTINCTION (Honors)

- **3CH-D1. Conduct a personal health assessment to determine strategies for health- enhancement, risk reduction and stress management**

PO 1. Design a personal health assessment tool

PO 2. Develop strategies for personal health enhancement, risk reduction and stress management

- **3CH-D2. Describe consequences of responsible and risky/harmful behaviors throughout the life cycle**

PO 1. Identify the short-term and long-term consequences of responsible and risky/harmful behaviors during pregnancy, infancy, childhood, adolescence, adulthood and for the elderly

- **3CH-D3. Apply injury prevention and management strategies to improve and maintain personal, family and community health**

PO 1. Create a presentation to teach injury prevention and management strategies to improve or maintain either personal, family and/or community health

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

DISTINCTION (Honors)

- **4CH-D1. Use primary and secondary source information and government regulations to assess the impact of the production, promotion and distribution of products and services on consumer health**

PO 1. Contact government agencies to obtain information

PO 2. Compile documents from health agencies to create an assessment of an agency's impact on production, promotion and distribution of products and services on consumer health (e.g., exercise equipment, fitness centers, safety features on automobiles)

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

DISTINCTION (Honors)

- **5CH-D1. Describe the social, economic and physical characteristics that influence family structures and interpersonal relations**

PO 1. Explain the factors that influence family structures and interpersonal relations

PO 2. Conduct a study of an actual (or fictitious from literature or media) family to assess the social, economic and physical characteristics that have influenced this family structure and its interpersonal relations

- **5CH-D2. Identify the causes of conflict in schools, families and communities; model strategies for solving interpersonal conflicts through refusal, negotiation and collaboration skills to avoid potentially harmful situations**

PO 1. Construct a presentation that models effective refusal, negotiation, mediation and collaboration skills to resolve conflict

PO 2. Present role plays, demonstrations or other means of effective conflict resolution

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

DISTINCTION (Honors)

- **6CH-D1. Describe immediate and long-term impact of health decisions on the individual, family and community**

PO 1. Interview an individual who has made healthy vs. unhealthy life choices and describe how their choices have impacted them individually, within their family and in the community (e.g., use tobacco or not, violence and incarceration or not, obesity or not, Type A vs. Type B personalities)

- **6CH-D2. Formulate an effective plan for lifelong health enhancement and wellness**

PO 1. Develop a strategic plan of personal, lifelong health and wellness

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

DISTINCTION (Honors)

- **7CH-D1. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience**

PO 1. Create age-appropriate presentations that promote healthy behavior e.g., tobacco use prevention presentations to sixth grade classes; dating violence prevention to ninth graders; diabetes management for senior citizens)

***PHYSICAL ACTIVITY
STANDARD 1***

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

DISTINCTION (Honors)

- **1PA-D1. Demonstrate proficiency in at least three movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)**

PO 1. Demonstrate proficiency (basic skills, strategies and rules) in at least three different movement forms

- **1PA-D2. Explain pertinent scientifically-based information regarding movement performance**

PO 1. Demonstrate improved skills by applying the critical elements to proficient performance

PO 2. Research highly skilled performers or performances and critique the research

- **1PA-D3. Apply advanced movement-specific information in the development of movement proficiency**

PO 1. Use coaching information (self, peer, teacher, video) to improve performance

- **1PA-D4. Use discipline-specific knowledge to enable the independent learning of movement skills**

PO 1. Design a plan for self-improvement of a specific movement skill

***PHYSICAL ACTIVITY
STANDARD 2***

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

DISTINCTION (Honors)

- **2PA-D1. Explain how each part of health-related physical fitness contributes to lifelong health and wellness**

PO 1. Same as concept

- **2PA-D2. Design a personal fitness program that will 1) lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources**

PO 1. Write program goals

PO 2. Design a program

PO 3. Follow the program

PO 4. Monitor and adjust

PO 5. Complete the program

PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

- **2PA-D3. Identify sound nutritional practices and stress management skills associated with physical activity and fitness**

PO 1. Same as concept

STANDARD 3

Students exhibit a physically active lifestyle.

DISTINCTION (Honors)

- **3PA-D1. Participate regularly in health-enhancing and personally challenging physical activity**

PO 1. Complete a semester or season in a chosen extracurricular sport or activity

- **3PA-D2. Participate in aquatics, self-defense, gymnastics, games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness**

PO 1. Same as concept

- **3PA-D3. Explain how activity participation patterns will change throughout life and have some strategies to deal with those changes**

PO 1. Develop a plan for lifelong activity

STANDARD 4

Students achieve and maintain a health enhancing level of physical fitness.

DISTINCTION (Honors)

- **4PA-D1. Accomplish the health-related fitness standards as designed by Fitnessgram**

PO 1. Explain the results of the Fitnessgram

PO 2. Apply the information to develop personal fitness goals/plans

PO 3. Monitor Fitnessgram results and adjust the personal fitness plan as necessary for continuous improvement

- **4PA-D2. Demonstrate the skill, knowledge and desire to monitor and adjust levels of fitness to meet personal goals**

PO 1. Same as concept

- **4PA-D3. Design a personal health-related fitness program based on an accurately assessed fitness profile**

PO 1. Design a personal fitness program

PO 2. Participate regularly in a personal fitness program

PO 3. Complete a personal fitness program and re-evaluate using the Fitnessgram

STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

DISTINCTION (Honors)

- **5PA-D1. Initiate independent and responsible personal behavior in physical activity settings**

PO 1. Demonstrate exemplary standards of behavior

- **5PA-D2. Take a leadership role and follow through, as appropriate, in order to accomplish group goals**

PO 1. Demonstrate leadership skills

PO 2. Apply leadership skills

- **5PA-D3. Explain a safe environment for self and others in physical activity settings**

PO 1. Identify and recognize unsafe conditions and behaviors

- **5PA-D4. Identify potentially dangerous outcomes and consequences of participation in physical activities**

PO 1. Discuss the level of risk in various sports and activities

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

DISTINCTION (Honors)

- **6PA-D1. Explain the role of physical activity in a diverse society**

PO 1. Explain how sports and physical activities can remove boundaries and improve understanding between people

- **6PA-D2. Develop strategies for including persons from diverse backgrounds and abilities in physical activities**

PO 1. Design a sports or fitness activity for a specific individual or group from a different ethnic, racial or ability background

PO 2. Instruct a sport or activity to a diverse group or person

STANDARD 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

DISTINCTION (Honors)

- **7PA-D1. Describe common barriers to regular activity participation and methods of overcoming these barriers**

PO 1. Create a diary recording one's own workouts and their feelings about them

PO 2. Evaluate the diary

- **7PA-D2. Explain how an understanding of self-efficacy and self-esteem is related to physical activity and the ability to use self-management skills necessary for developing both**

PO 1. Describe the mental benefits of participation in lifelong fitness and sports

PO 2. Describe one's own feelings having accomplished personal fitness goals or failed to reach such goals

PO 3. Organize a fitness program into a busy lifestyle (time management)

PO 4. Create rewards for achieving personal goals